

GREYTOWN SCHOOL

PROCEDURES



MISSION STATEMENT

Inspired, Supported Learners

GREYTOWN SCHOOL

EAST ST

GREYTOWN

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Admission/Enrolments

All admissions/enrolments to our school must be 5 years old or older and must have permanent residence within the identified home zone for the school. On admission, the family will receive a school enrolment form, an information handbook, a form giving permission for children to appear on the school web site and an internet safety contract for those in Year 4 and above. Five-year-old new entrants will also receive an immunisation certificate and a health form. All information provided on the enrolment form will then be entered on two databases known as Assembly and Enrol for Ministry of Education and School administration purposes. The office secretary will be responsible for keeping the database up to date.

Adult Involvement in our school

The school encourages involvement from adults from within our community. These adults do not necessarily have to be parents/caregivers.

This involvement can include

- FRoGs membership (Friends of Greytown School)
- Classroom assistance
- Adult Tutors Reading Programme e.g.: Lion Learners
- Supervision and Support on EOTC trips, Camps etc....
- Sports coaching/organisation
- Assistance with book repair and maintenance.

Adults are generally welcome to be involved in classroom programmes. The amount of involvement will depend upon the needs and requirements of individual teachers.

Adult helpers in the classroom require knowledge of the level the children are working at.

Adult helpers are given guidelines with regards to confidentiality.

Parents and/or adults assisting with overnight trips or camps will be asked to undertake Police Vetting for child safety purposes.

Attendance

Procedures for Recording Attendance

An accurate daily record of attendance will be kept on the Assembly database for both morning and afternoon sessions.

Parents/Caregivers are expected to inform the school of a child's absence by 8.50 a.m.

Each classroom teacher will record the daily absences on Assembly. If a relieving teacher is in the room the office staff will provide a class list for absences to be recorded on. This list is to be dated and signed by the relieving teacher. The lists will be retained as part of the official attendance records for the school.

Any classroom teacher who is unable to use an electronic method of recording attendance must send a signed class list to the office with the attendance recorded on it. The office staff will record the attendance on the teacher's behalf and retain the class list as part of the official attendance records for the school.

The attendance record should be received at the office by 9.10 a.m. and 12.40 p.m. each school day.

The office staff will update the reasons for absences once the phone messages or e mails have been accessed.

The office staff will print a list of all children absent for use in an emergency situation.

An attempt will be made to contact Parents/Caregivers of children whose absence has not been explained. If the parent is unable to be contacted, then the emergency contacts may be contacted.

The Principal will be notified if excessive unexplained absences occur or if a pattern of absences or continual lateness develops.

A medical certificate will be requested if child has been absent for medical reasons for more than five consecutive school days or for ongoing medical reasons causing concern.

The Principal and/or Deputy Principal will contact the parent/caregiver of any child who shows excessive unexplained absence or a consistent pattern of absenteeism.

If the unexplained absence continues the parent/caregiver will be notified in writing that the situation is unacceptable. This letter will outline the legal requirement for children to attend school.

If unexplained absences continue a referral will be made to the Truancy Service and if further action is required loaded on to the Attendance Services computer system (ASA).

Any further action will be decided after discussion between the Principal and the Truancy Office.

Absence data will be reviewed by the Principal at least twice a term

Justified absences are as follows:

- Short term illness or other medical reason
- Bereavement of a close family or whanau member
- A family crisis. e.g. a house fire or a family member in a serious accident etc
- School based activities e.g. school camps, sports events, field trips.
- A temporary (less than 15 weeks) posting overseas.
- Attending Health Camp
- A doctor or dentist appointment
- Attending court proceedings.
- On Stand down or suspension

Unjustified absences whether they be explained or not include events such as:

- Overseas holidays
- Holidays in term time in NZ
- Long Weekends
- Birthday parties
- Accompanying parents to work.
- Working in parent's business
- Looking after younger siblings
- Doing the housework
- Lack of a uniform item

Truancy

- When an absence is unexplained the child will be listed as truant.
- When the absences have been previously identified as excessive and causing concern.

Bullying

Procedures for when a bullying incident is identified.

Bullying is an issue for all schools. It also occurs over a wide spectrum from minor incidents to very serious ones. It is a term that individuals have a variety of definitions for. It can also be a very emotive term as well

At Greytown School there is an agreed definition of bullying. This definition is that “bullying is any negative action towards others that is deliberate and ongoing over a long period of time”.

Once a bullying situation has been identified that meets this definition a number of factors need to be clarified and investigated before any action occurs.

The following questions need to be answered.

- Is this the first instance when a child has been responsible for bullying another child?
- How long have the incidents been occurring?
- Have any previous incidents been reported?
- Has the victim been responsible for any negative behaviour towards the child doing the bullying?
- Is this a change in character for the bully?
- Is there something happening in the child's life that is leading to this behaviour?

Actions

If this is the first instance of such behaviour the details are entered in the behaviour register and the child is spoken to by a staff member. The child's behaviour will be monitored.

If this is repeated behaviour that fits the school definition of bullying the following actions *may* be taken. The action/s taken will depend on the answers to the questions above, further investigation. We will also take into consideration the degree of severity, repetition, age of the children involved etc.

- Entry in the discipline register and a red card issued. The red card reduces the child's playground and ensures that duty teachers monitor the child's behaviour in the restricted area during breaks. The red card means that parents are notified of the incident. The victim's parents are also notified. A red card is organised and overseen by the Deputy Principal or another Senior Leader.
- Contacting and/or meeting with parents and family.
- In school suspension. This is used when the incidents are happening in the classroom and/or playground, requiring a child to be removed from others, from their class and/or playground for a period of time in the office area. During this time, their teacher will set classroom work and/or the Deputy Principal will arrange work or assist the child is undertaking restorative practices. If required to be out of the playground then their break times will be given at an alternative time.
- An interview with the deputy principal and/or principal. This may include both children in an attempt to establish why the incidents are happening. If it is a serious situation then parents may be requested to be at this meeting.
- Restorative practice. The bully is encouraged to do something positive for the victim. This can be either voluntary or supervised by a staff member.
- Referral to the Resources Teachers for Learning and Behaviour service.
- Alternative programmes could be considered e.g.: Kia Kaha, Seasons etc.
- Stand Down/Suspension. An option only used when other options have failed to address the problem or the nature of the behaviour is of serious concern (please refer to our PB4L Sharp booklet for more information).

Buses

The Principal is to delegate a staff member to the position of Bus Controller (B.C.).

B.C. will maintain lists of children authorised to travel on the buses.

B.C. will supervise appointed monitors and to meet with them from time to time.

Children will be instructed on safe use of buses by B.C. and in class safety programmes.

B.C. will establish routines for checking that all children catch their correct bus, i.e. duty teachers are delegated supervision and assist in contacting parents if they missed the bus.

Parents with first time bus travellers will be notified of bus use procedures.

Children constantly abusing procedures for using the buses will be declined transport for a time. This time is to be decided by the B.C, Principal and driver.

Child Protection

If suspected abuse, be it sexual, physical or emotional, is identified by any staff member, the Principal must be informed immediately.

All decisions regarding consultation with outside agencies will be the responsibility of the Principal. Agencies can include a Resource Teacher for Learning and Behaviour, the Behaviour Education Support Team, Oranga Tamariki Vulnerable Children's Service, Police Youth Aid.

In the event of harm, ill treatment, abuse, neglect or deprivation of a child being identified, the Greytown School Board of Trustees, through the Principal, will follow the procedures outlined in The Vulnerable Children's Act 2014.

Child Safety

Our staff and BOT will endeavour to always provide a safe school environment for children. As a result, all physical hazards should be eliminated, isolated or minimised immediately as they are brought to their attention. A maintenance check of the grounds will be conducted twice a term to ensure that these safety hazards are recognised, identified and if required rectified.

All children and parents will sign a form outlining practices for safe use of the Internet and digital devices. If these practices are not followed the student will be restricted or denied Internet access according our procedures. (*refer to our Cyber safety student contracts and Parent Information in the enrolment pack*).

A variety of strategies within our PB4L programme and daily events work together to create a SHARP school culture for all. Some of these strategies to maintain safety in the class and playground are

- Creating a SHARP culture. These values will be implemented on a daily basis in all areas of the school and specifically focussed on with weekly lessons.
- Staff supervision within the playground.
- Staff load incidences of behaviour on to our school SWIS programme. This information is analysed and used by the PB4L team and Senior Leadership to make informed decisions and actions about behaviour and safety.
- Bullying or harming others is not accepted and the school will work with parents and if required outside agencies to rectify any situation that arises through the implementation of our SHARP, Restorative practices and behaviour procedures.

- Creating a culture where we can ask for help i.e.: Students are encouraged to talk to staff, peers and/or older students for assistance e.g.: Peer Mediators, Black Hats.
- There are safe and quiet places available during breaks e.g.: School Library
- School Craze and new initiatives to provide variation within our playground practices.
- Wide range of cultural and sporting events, clubs etc.
- The school will provide programmes such as Kia Kaha, Sexuality/Puberty, Keeping Ourselves Safe and Skills for Growing etc. within our health programmes.
- Support will be given to children and parents to assist them in learning appropriate behaviour.
- Staff, Black Hats and other older students act as role models.
- In serious and/or ongoing cases support will be sought from outside agencies e.g. Resource Teacher of Learning and Behaviour, Ministry of Education Behaviour teams, Ministry Special Education Services.
- If required Individual Behaviour or Education Plans (IBP or IEP) will be put into place.

Copyright

The school will respect all copyright rights including:

- the rights of owners of third party material used in teaching,
- the rights of students in all material they create in and for school,
- the rights teachers have in material they created prior to being employed at the school and in material created while employed at the school.

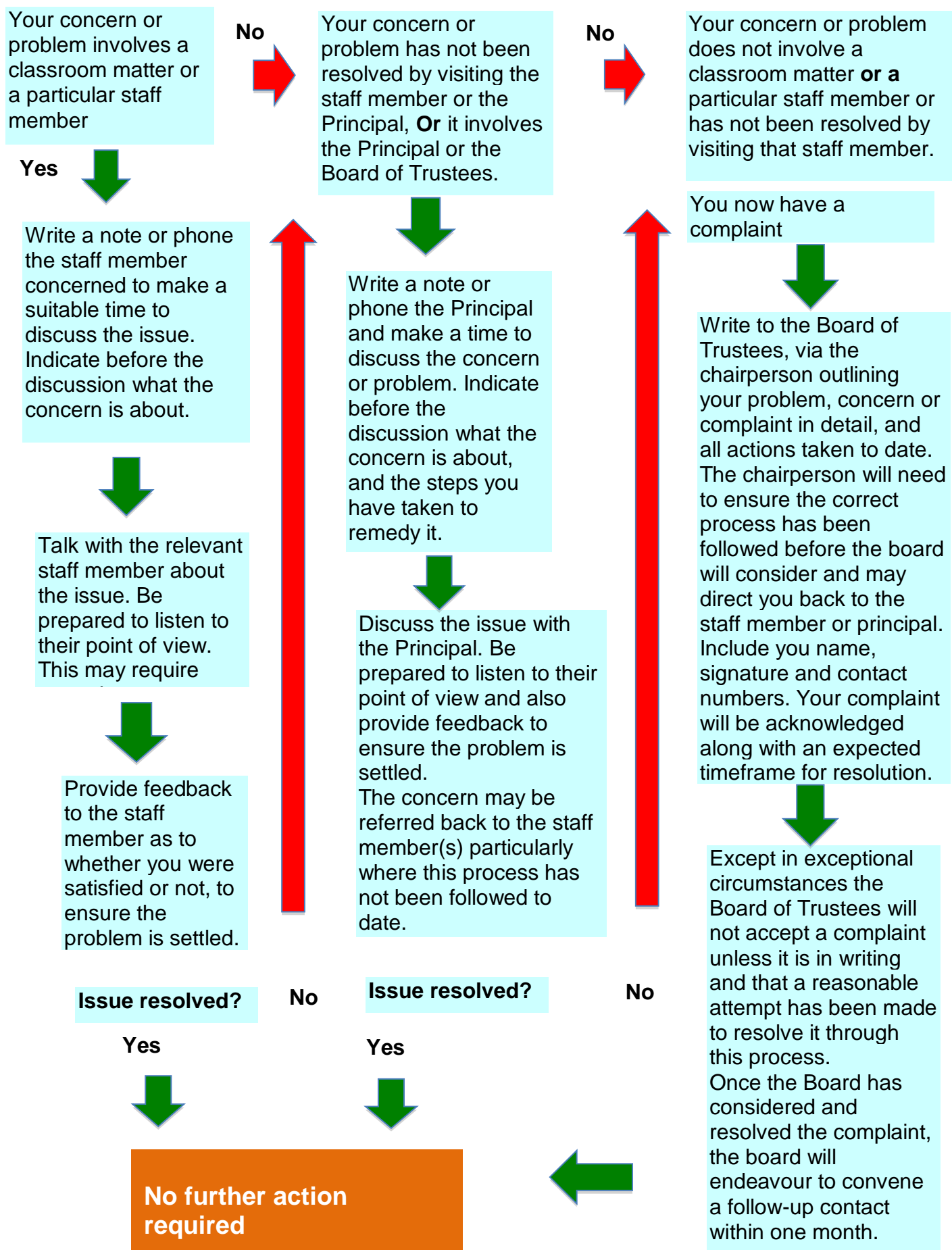
The school will comply with New Zealand copyright legislation including sections relating to educational and library use.

The school will purchase appropriate copyright licences where its use of copyright material exceeds that permitted under the Act and the school will comply with the terms of these licences.

While acknowledging that the school can not control all actions of its students, the school will endeavour to educate students on copyright use, including referencing, approved copying, and proper use of electronic material and downloadable music.

Greytown School Concerns and Complaints Process

Starting point



Discipline

Greytown School Behaviour Management

At Greytown School our SHARP behaviour values are reinforced through a variety of strategies such as

POSITIVE BEHAVIOUR

Positive behaviour will be acknowledged.

Individual teachers will decide on how to do this in the classroom.

Examples of positive behaviour will be highlighted as models for other children.

The school is part of the positive behaviour for learning (PB4L) nation wide strategy.

SHARP

This is an acronym for

be SAFE
be HONEST
ACHIEVE
show RESPECT
have PRIDE

SHARP is a guiding principle for how to behave at the school. Recognition for such behaviour occurs regularly with various rewards. These are explicitly taught and reinforced throughout our school life.

EXPECTATIONS

The PB4L team meet each month and look at the data from the behaviour books in class and in the playground. From this information, lessons are developed for teachers to teach and discuss in their class to help students behave appropriately.

Rewards and positive reinforcements are given to those students demonstrating the correct behaviour. Support systems are put in place to assist children that are struggling to make SHARP choices.

BEHAVIOUR MONITORING

Playground incidents will be recorded, by the teacher or staff member in the playground monitoring book.

Class teachers will record classroom incidents in the behaviour register.

This information will be transferred to the electronic behaviour register by the Principal or Deputy Principal and if required further actions will be undertaken

COMMUNICATION

Teachers will contact parents and whanau if they are concerned about a child's behaviour or pastoral needs.

If required

- teachers may request a face-to-face meeting with parents to discuss concerns.
- Deputy principal or Principal will contact parents about behaviour e.g.: red cards, in school suspension, stand-downs etc.

CONSEQUENCES

Children need to understand that unacceptable behaviour will have a consequence and these will be in accordance to our Schoolwide PB4L values, procedures and programmes, our Greytown School Behaviour policy and the Ministry of Education Guidelines.

SUPERVISION

At all school break times, there are teachers and staff actively supervising our playground.

Teachers and staff wear high visible jackets to assist children in finding staff quickly.

Children are regularly reminded that if they need assistance and they are unable to locate duty staff quickly they can come to the office or staffroom for assistance if they require.

BLACK HATS - PEER MEDIATOR ROLE

Senior pupils volunteer to help the school. In this role, they assist the duty teachers by caring for children having difficulties and alerting teachers to problems. All student volunteers are trained peer mediators. The Black Hats meet regularly with the Deputy Principal to discuss issues and concerns. Each term one of these meetings is held off site.

BUDDY ROOMS & BIG BUDDIES

Each class will have a buddy room to ensure that children across the school get to meet, learn and work alongside and with others. These will change termly.

Big Buddies may be used to assist younger children e.g.: Big Buddy Reader, Playground Circle of Friends group, coaching younger plays with sports etc....

Managing Behaviour

We aim to create a school where all students experience success academically and socially.

A “Positive Behaviour for Learning” (PB4L) approach is taken at Greytown School. This school wide approach endeavours to provide a safe, consistent and supportive system for children and staff. Our focus is to teach and encourage student’s appropriate ways of behaving. At Greytown School these are based around the acronym SHARP

S- Safety

H – Honesty

A- Achievement

R- Respect

P- Pride

All students are familiar with this as it is discussed, taught and referred to regularly through out the year in class and in the playground to reinforce certain behaviours.

Appropriate ways for behaving in different settings are taught and discussed with lessons being created by staff after analysing needs of classes and patterns of behaviour across the school.

Student’s good behaviour is recognised and rewarded accordingly through a multitude of strategies and reinforcements.

For the majority of our daily consequences for not following our SHARP expectations we focus on learning from our mistakes and developing responsibility for future behaviour. However, if the actions of a child are deemed as serious and put others at risk the consequences will be in accordance to our school behaviour systems to ensure children are provided with a safe environment.

(Please refer to our PB4L and SHARP booklet online for more specific information)

East St Trees

Management of Risk Associated with the Reading Street Trees.

These procedures will be put into place when storm force winds mean that there is a possibility of debris falling from the trees lining Reading Street and pose a danger to children, staff and parents during school time.

1. The principal will decide when these procedures need to be implemented.

2. All gates accessing Reading St will be locked.
3. All teachers will be notified that the Reading St gates are locked and that all children must leave the school via East Street.
4. A sign will be displayed on each of the pedestrian gates notifying adults who are collecting children that departure from the school needs to be from East St.
5. An alert will be sent out on our Greytown School App and Facebook Page.
6. A duty teacher will supervise the Reading St gates to ensure that no children leave the grounds onto Reading St.

Sign wording

Gate Locked due to wind and people's safety.

Please collect children from the East St entrances.

Financial Control

Purpose

Internal control of finance will provide a reasonable assurance that any errors and irregularities are discovered quickly. The internal control system will help the Board of Trustees ensure that the school funds and assets are properly safeguarded against loss, theft, or other unauthorised use.

Procedures:

Costs for stationery purchases, school trips, bus charges, charges for shows & visiting artists, and any other school related expenses, will be collected in cash. Unpaid amounts will be charged to individual accounts.

Individual accounts will be sent out once a term. Parents with outstanding accounts will be notified by letter.

Any account not paid after six months will result in the family being put on a cash only system.

Those with unpaid accounts will be contacted to find some system of progressive repayments suitable to both parties.

Costs for stationery purchases, school trips, charges for shows and other school relate expenses will be collected in cash.

Banking of Receipts:

All money received is to be banked as soon as possible after receipt.

All deposits are to be coded appropriately with the correct income ledger code.

Payment of Accounts:

1. All goods received to be checked against the invoice. All invoices to be coded and signed by the budget holder or Principal. File all invoices

ready for payment. Payment to be made on invoices as soon as possible.

2. Check each statement received to ensure:
 - a. For each invoice listed on the statement there is an invoice, which has been paid or approved for payment. If any invoices are missing request the creditor for a copy.
 - b. d) Where statements are issued separate to invoices ensure that the invoices are attached to the statement.
3. Office Secretary to prepare invoices for transfer to the service centre. Cheques issued at the office to be stamped "not transferable" and cross out "or bearer". Staple each payment advice to the cheque and if there is no payment advice attach a photocopy of the payment advice. Each invoice/statement should be stamped with the date paid, accounts number code, and have the cheque number.
4. All Invoices/Statements to be paid as soon as possible after receipt.
5. All payments and receipts actioned in the office to be listed on respective payment and receipt schedules. Schedules to be faxed to Education New Zealand at the end of each month.
6. A printed copy of the month's transactions is to be presented at the monthly Board of Trustees meeting and payment ratified.

Petty Cash:

A petty cash supply will be kept in the office for minor purchases. This money will be banked weekly

Credit Card

- The issue of a credit card to a staff member must be authorised by the BOT.
- The credit card is not to be used for individual expenditure.
- The credit card will only be used for actual and reasonable travel, accommodation and meal expenses incurred on school business or for the purchase of goods where prior approval from the Board has been obtained. Cardholders may not approve their own expenditure.
- All expenditure charged to the credit card should be supported by a credit card slip, an invoice or receipt to conform that expenses are properly incurred on school business and for expenditure incurred in New Zealand of value greater than \$50.00 there should also be a GST invoice to support the GST input credit.
- Cash advances are not permitted.
- The cardholder must protect the pin of the card and immediately report to the credit card company and the school if the card is lost or stolen.

Purchases:

All purchases are to be made using an order number detailing item purchased and budget code.

Cheque Signatories:

Two signatures must appear on every cheque from a possible of the Principal, Staff Trustee or Office Secretary. The use of signed blank cheques is to be

discouraged. All cancelled cheques are to be marked as such and stapled to the cheque butt.

Fraud and Theft

1. As preventative measures against theft and fraud the Board requires the Principal to ensure that:
 - a. The School's financial systems are designed to prevent and detect the occurrence of fraud
 - b. Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Principal are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
 - c. All staff members are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.
2. In the event of an allegation of theft or fraud the Principal shall act in accordance with the following procedures:
 - a. Decide to either immediately report the matter to the New Zealand Police or proceed as outlined in this paragraph.
 - b. So far as it is possible and within 24 hours:
 - i Record the details of the allegation, the person or persons allegedly involved, and the quantity and/or value of the theft or fraud.
 - ii Request a written statement from the person who has informed the Principal, with details as to the nature of the theft or fraud, the time and circumstances in which this occurred, and the quantity and/or value of the theft.
 - iii Decide on the initial actions to be taken including consulting with the person who provided the information and, if appropriate, confidentially consulting with other senior members of staff about the person who is the subject of the allegation.
 - iv Inform the Board Chairperson of the information received and consult with them as appropriate.
 - c. On the basis of advice received and after consultation with the Board Chairperson, the Principal shall decide whether or not a prima facie case of theft or fraud exists, and if not, to document this decision and record that no further action is to be taken.
 - d. The Principal shall then carry out the following procedures:
 - i Investigate the matter further;
 - ii If a prima facie case is thought to exist to continue with their investigation;
 - iii Invoke any disciplinary procedures contained in the contract of employment should the person be a staff member;

- iv Lay a complaint with the New Zealand Police;
 - v If necessary, commission an independent expert investigation;
 - vi In the case of fraud, require a search for written evidence of the possible fraudulent action to determine the likelihood or not of such evidence;
 - vii Seek legal advice; or
 - viii Inform the Manager, National Operations, Ministry of Education local office and/or the school's auditors.
- e. Once all available evidence is obtained the Principal shall consult the Board Chairperson. The Board Chairperson may, if they consider it necessary, seek legal or other advice as to what further action should be taken.
 - f. If a case is considered to exist the Principal or a person designated by them shall, unless another course of action is more appropriate:
 - i Inform the person in writing of the allegation that has been received and request a meeting with them at which their representative or representatives are invited to be present.
 - ii Meet with the person who is the subject of the allegation of theft or fraud and their representatives to explain the complaint against them.
 - iii Obtain a verbal or preferably a written response (all verbal responses must be recorded as minutes of that meeting, and the accuracy of those minutes should be attested by all person's present).
 - iv Advise the person in writing of the processes to be involved from this point on.
- 3. All matters related to the case shall remain strictly confidential with all written information kept secure
 - 4. The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness.

Allegations of Theft or Fraud Concerning the Principal or a Trustee

- 5. Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
- 6. Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.
- 7. Joint allegation concerning the Principal and a Board of Trustees will should be made to the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

Gifted and Talented / Children with Special Abilities

Please refer to our Gifted and Talented/Children with Special Abilities policy.

Homework

There are many different ways in which you, as first educators of your children, can spend time with your children.

- Play cards, board games
- Play ball games and be outside with them
- Watch and discuss the TV news, or read the paper together
- Read stories together
- Read non-fiction books and discuss these
- Cook, sew, make things with them
- Take them to different places in our community
- Talk with them

In our busy world, **your time** is the most important thing you can give to your children.

As the children have already spent 6 hours at school, we believe that they would benefit from time to play outside or to take part in cultural and/or sporting activities as after school interests.

However, to reinforce the learning that has occurred there are times when there is a need for the children to do some school work at home.

Homework arises out of class learning; therefore, the purpose of homework is predominately to practice a skill your children have learnt or to gather information.

As the children move through the school the purpose of homework for Year 1-6 is different from Year 7 and 8. We have outlined the expectations for the children as follows:

KOWHAI SYNDICATE NEW ENTRANT to YEAR 2

Reading - daily reading of a seen or independent book or poem, meaning something that has been read with the teacher or a book your child should be able to read by themselves. If, however, a book presents challenges or your child is tired or unwilling to read, please read it to them.

Vocabulary Building - Including spelling, letter and word recognition, word building or fun word activities. (These will vary to the needs of the individual child)

Maths - may include developing number knowledge, basic facts or other maths i.e. time, measurement etc.

ICT - there may be websites that your child has used at school that you can use at home to support your child's learning. Remember too that there will be a class blog and/or Seesaw so you can always read this over with your child and then together add a comment.

KAWAKA & KAHIKATEA SYNDICATES YEARS 3-6

Numeracy - this is based on assisting your child in learning the basic facts on the learning ladder.

Spelling -

Spelling lists are compiled from errors in your child's writing, the current inquiry topic or taken from the Essential Spelling Lists.

Reading -

Reading can depend on the needs and level of your child. For some children, they will take class books home that they are reading with their teacher, while others may require this so will instead be encouraged to record their own recreational reading. All children will go to the school library and actively encouraged to read regularly.

Please note that we encourage children to understand that there are many different ways to read e.g.: newspaper, a comic, a recipe, instructions for kit sets, audiobooks, Kindle etc.!

Other Curriculum Areas -

Occasionally, additional homework may be sent home to support learning activities in the classroom e.g.: Big Concept Term Foci, Wearable Arts, Science Fair.

KAURI SYNDICATE YEARS 7 to 8.

At Year 7 & 8 our children are encouraged to take increasing responsibility for their home learning by beginning to plan and undertake their work in a timely and organised manner.

They will be required to undertake regularly reading, spelling and numeracy tasks, which have been clearly set out by teachers in their Google Classroom which your child can access. Occasionally, in addition to their regularly homework children may need to carry out work for a specific focus e.g.: Big Concept Term Foci, Science Fair, Speeches, Photo Competitions etc.

SPECIALIST PROGRAMMES

Your child may receive a specialised programme during their school life (e.g.: Sounds Fun, Early Words, Reading Recovery). As part of these programmes they may require assistance and additional practice at home. Before your children take part in these programmes you will be contacted about how they

are run, the purposes behind them and given support on how you can support your child at home.

Medical Room

- All staff undertake First Aid Training.
- A Medical Officer (normally the office Manager, librarian or office support staff) is appointed from within the staff for consultation and advice to all staff members concerning the well-being of pupils.
- The Medical Officer is responsible for liaising where necessary with the District Health Nurse re current procedures and practices.
- First aid supplies are regularly budgeted for, and safe storage practices for these supplies is implemented.
- Senior children are trained (by St John or Red Cross Volunteers) as helpers for the medical officer.
- During class teaching hours, the Office secretary (assisted by Principal and AP/DP) will assume responsibility for children in the medical room.
- Teachers are responsible for ensuring that accidents/injuries in the classroom or playground are attended to and if required parents are notified.
- If in the opinion of the attending teacher, an injury is sufficient to require a parent to be notified and/or closer examination by a doctor he/she will first consult the school medical officer before a Parents/Caregivers or a nominated contact is informed to uplift them.
- All injuries and illnesses that require a parent/caregiver to uplift a child will be reported to the principal and recorded on the serious injury register.
- Parents/Caregivers or a nominated contact should be contacted in the event of a head injury regardless of how serious the injury is perceived to be.
- Parents will be advised not to send their child to school if they are suffering from a contagious disease.
- The Principal, or an available staff member will ensure that appropriate aid is available if the parents/caregivers cannot be contacted and act accordingly to ensure the safety and overall well-being of a child.
- At enrolment parents will be asked to give written permission to the principal to allow for dissemination of medical information as deemed necessary.
- Parents must consult with a staff member prior to allowing their child to carry prescription drugs to school.
- Except for school medical officer, Staff members are not obliged to administer prescription drugs to students.
- Illegal drugs are not permitted on school premises.
- If required a teacher or staff member will ring 111.

Meetings

Staff Meetings

- Staff Meetings will be held regularly and staff will be consulted prior to these being held (i.e.: Term Meeting Timetables).
- Meetings will begin at 3.15 and go no later than 5.00 unless prior arrangements have been made.

- All teaching staff will attend meetings unless they have made arrangements with the Principal.
- Staff meetings serve the following purposes:
 - to provide an opportunity for professional development.
 - allow for administration matters to be discussed.
 - to provide an opportunity for curriculum updates.
- A schedule of future staff meeting topics will be available on a Google Doc.

MEETINGS – IN SCHOOL

Syndicate and Planning Meetings

- Each syndicate will meet at least once a week for syndicate or planning purposes in accordance to our meeting timetable.
- These meetings will be at a time suitable to all members.
- The meetings will serve the following purposes:
 - syndicate administration matters
 - planning for syndicate activities.
 - Planning of long term plans and unit plans.
 - Discussion re the academic and social progress of children in the syndicate.
- Minutes of syndicate meetings will be kept and distributed to the principal and other syndicate leaders.

Senior Leaders and Syndicate Leaders Meetings

- The Principal, Deputy Principal and all syndicate leaders will attend a weekly management staff meeting.
- This meeting will be held at a time suitable to all members.
- The meetings will serve the following purposes:
 - to discuss school wide organisational matters.
 - allow discussion of sensitive issues.
 - to provide the Principal with an opportunity to share proposals for policy and procedural changes.
- Minutes will be kept and distributed to all members.
- Syndicate Leaders and/or Principal will advise staff of any decisions or information that directly impacts upon them.

Planning

The Purpose

Teachers remain focused on the primary role of a teacher. This role being to provide the most effective education possible within the physical, resourcing and financial limitations that exist.

The Components

1. School Development Plan

Developed annually in November for the following year.

Centres on curriculum, property, finance, resources and professional development.

Reviewed annually. Results of the review form part of the process of setting the development plan for the following year.

2. Class description

A general description of the class culture is outlined.

Specific students with individual needs to be identified e.g.: Priority Learners, Pastoral Care Needs, SENCO, CWSA etc....these will be linked to our Schoolwide Priority Learners, SENCO and CWSA registers.

Class descriptions will be shared with the Syndicate Leader and discussed at the Term 1 teacher/Principal meetings.

Reviewed at mid-year with the results of the review used to set objectives for the rest of the year.

3. Long Term Plan

An over view of contexts for study in each curriculum area for the term

LTP should reflect requirements of the school curriculum programme including both policy requirements and management requirements.

LTP to be reviewed at the end of each term. Results of the review used as a guide to setting the LTP for the following term.

4. Unit Planning

From the outline of the LTP plans for units of work will be developed using School Master.

The Units of work are to include Achievement Objectives, Learning Outcomes, Learning Activities and an Assessment focus.

Units plans should be evaluated at the end of each unit. Evaluations to include suggestions for on going learning.

Assessment data be entered on the School Master computer programme.

5. Daily Plans

Individual teachers plan of daily activities should be prepared in advance. Plans will include individual lesson plans.

6. Individual Education Plans and/or Individual Behaviour Plans

At times an IEP and/or IBP may be required. These will be on as a needed basis and decided by the SENCO/CWSA coordinator, class teacher and/or Senior Leadership Team.

Police Vetting

A Police Vet will be required for all

- permanent non-teaching staff every 3 years. A record of the date will be kept on the staff members Staff Contacts Google Doc.
- Fixed term staff that are working regularly with children.
- Parents and Adults working unsupervised with children on a regular basis.
- Parents and Adults attending overnight trips and camps.

- Contractors working unsupervised within the grounds for school purposes while children are present for instruction.

These will be filed confidentially by the Principal and Office staff. Parents, Adults and Contractors information will be shredded at the end of each year if they are no longer working within the school.

Promotion

Purpose

To ensure that children are able to spend at least 7 terms in the Junior School before entering Year 3

To ensure that a child's right to feel socially and academically competent is considered when classes are being decided for next year.

Guidelines

Children who enrol in Term 1, as 5 year olds, before 31 March will be classified as Year 1s. Children who enter from April on will be classified as New Entrants. For the purposes of record keeping for MOE purposes these children will be classified as NE/Y1

The following year, Y1s become Y2s, and NE's become Y1s.

There can, however, be exceptions made when considering children born between April & May who show exceptional maturity and academic ability.

The decision to promote a child who has had less than 7 terms at school, to Year 3 will be made using the professional judgement of the Senior Teacher and Principal in consultation with the child's teacher and parents.

In most cases, exceptional children will be placed in composite classes allowing a decision about their classification to be left until middle school.

In some exceptional cases teachers may consider that a child born in February or March needs longer in the juniors because of their ability and maturity.

Reclassification before the child enters Year 3 will only happen after consultation with the parents, and with the approval of the Principal.

Playground Supervision Procedure

Teachers will be timetabled to supervise the playground from 8:30 am to 3:15 pm.

Teachers need to be prompt and move around the school both inside and outside the classroom. They need to be visible and available to students as required.

From 8:30 to 8:50 there will be one teacher supervising the crossing at the front gate.

There will be two teachers patrolling the playground at morning break.

During lunch breaks, there will be three (First lunch) and four (Second Lunch) teachers on duty.

Students eat their lunch in the lunch area for 15 minutes until the bell ring and is dismissed by one of the teachers on duty.

After school one teacher will supervise Road Patrol until 3:15.

One teacher, the bus controller, will be responsible for supervising students on to the buses until all students have left.

It is up to teachers to make arrangements with other staff members if for any reason they are unable to carry out their duties.

Relieving teacher will be informed of any duties when they arrive at school.

Teachers out on playground duty will carry the Playground Behaviour book with them and record any inappropriate behaviour.

The Principal or Deputy Principal will follow the school behaviour management plan.

Protected Disclosures

Any employee of the Greytown School who wishes to make a protected disclosure should do so using the following procedure.

1. How to submit a disclosure

The employee should submit the disclosure in writing.

2. Information to be contained

The disclosure should contain detailed information including the following:

- The nature of the serious wrong doing
- The name or names of the people involved
- Surrounding facts including details relating to the time and/or place of the wrong doing (if known or relevant.)

3. Where to send disclosures

A disclosure must be sent or handed to The Principal who has been nominated by the Board of Greytown School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

OR

If you believe that The Principal is involved in the wrong-doing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to The Chair of the Board.

4. On receipt of a disclosure.

The Principal must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by The Principal or arranged by him / her as quickly as practically possible, through an appropriate authority.

5. Protection of disclosing employees name

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, The Principal will make every endeavour possible not to revealing information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential.

- to ensure an effective investigation
- to prevent serious risk to public health or public safety or the environment
- to have regard to the principles of natural justice.

6. Report of investigation

At the conclusion of the investigation The Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.

7. Disclosure to an appropriate authority in certain circumstances

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- the (Principal) in the school responsible for handling the complaint is or may be involved in the wrongdoing; or
- immediate reference to another authority is justified by urgency or exceptional circumstances or,
- there has been no action or recommended action within 20 working days of the date of disclosure.

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- Health and Disability Commissioner

- The head of every public-sector organisation

8. Disclosures to Ministers and Ombudsman

A disclosure may be made to a minister or an Ombudsman if the employee making the disclosure:

- Has made the same disclosure according to the internal procedures and clauses as set out in this document.
- Reasonably believes that the person or authority to whom the disclosure was made:
 - has decided not to investigate; or
 - has decided to investigate but not made progress with the investigation within reasonable time; or
 - has investigated but has not taken or recommended any action; and
 - continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

Purchasing

Before purchasing any item, the following procedures need to be followed.

Person in Charge of Budget area needs to:

- Know what the balance of the budget is.
- Know what items were listed as priorities at the end of last year.
- If items not in the priorities list are to be purchased something must be deleted from that list.
- Obtain a regular print out of your budget area from the Principal so that you can be sure that you know what is being purchased.
- Ensure that an order form has been completed for **EVERYTHING** that is purchased.
- Obtain separate invoices for separate budget areas.
- Check off the goods against the packing slip when they arrive and check that they have been given the right budget coding.
- Place the items on display in the staffroom for a period before they enter the system.

Other Staff

- No purchase should be made without the knowledge of the person in charge of the budget area.
- If that person is not available then record the item you want until you can discuss it with them. It can be ordered later.
- If you do order anything **PLEASE** fill out the order form.

Reporting to Parents

1. Meet and Greet Nights

- When - conducted as syndicates in the first four weeks of school
- Purpose - to outline procedures for the syndicate and classes
- to allow parents to meet the teachers
- to offer a chance for parents to ask questions.

2. Learning Conferences 1

- When - By the end of First Term
- Purpose - to allow time for teachers, parents and students face to face time to discuss learning needs for the year.
- to set learning goals to be reported on at the mid year conference
- conducted as 10 minutes 3-way conference and 5 minutes with teacher and parent to discuss pastoral care or private information.

3. Learning Conferences 2

- When - Beginning of term 3
- Purpose - to report progress for the first half of the year.
- to provide children an opportunity to share their learning with parents.
- to review goals for the rest of the year.
- conducted as 10 minutes 3-way conference and 10 minutes with teacher and parent to discuss pastoral care or private information.

4. Mid-Year Summary

- When - Given out at Learning Conference 2
- Purpose - A short written summary to identify current achievement and progress of children in Reading, Writing and Maths.
- A short written summary of the child's overall SHARP behaviour and work ethics.

5. End of Year Achievement Report

- When - End of Term 4
- Purpose - A written report outlining the overall achievement of a child with specific emphasis on Reading, Writing, Mathematics and SHARP/Learning habits. It will also include information relating to all curriculum areas, key competencies and a general comment.

Role Models

- Positive role models will be highlighted.
- All staff are expected to provide positive role models for the children with regard to dress, language, work ethic and respect for others.

- Children providing positive role models for others will be identified and their models highlighted.

Safety of Children (Road and Bicycle)

- All children and parents/caregivers will be informed about aspects of road safety pertaining to travelling to and from school.
 - Police Education officers will be invited to visit the school regularly to reinforce Road Safety.
 - The Bicycle safety programme will be conducted at the middle school level every two years.
 - It will be recommended to parents that children under the age of 10 should not cycle to school unless accompanied by an adult or a secondary school pupil.
 - All cyclists must comply with the rules of the road including the wearing of suitable helmets.
 - Parents transporting children by private vehicle on school trips must provide a seatbelt for each passenger. Details of the cars WOF, Registration and the drivers' status will be requested. Teachers may choose to inform parents that lap belts are not suitable before accepting help with transport.
 - All children conducting crossing patrol will receive in depth training from the police.
 - There will be an adult on duty at each of the patrolled crossings.
 - Children from the West side of town will be encouraged to use the main road crossing during the times the patrols are present.
 - All children and adults crossing East St will be encouraged to use the crossing.

School Self Review

- Self-Review is the process of identifying, assessing and implementing the most effective means of ensuring the long-term effectiveness of the school.
- Self Review is part of the Board's process of improving the education the school provides.
- Self Review ensures that the Board is meeting the values it has adopted, fulfilling its obligations to the community and providing the education it wants for its students.
- The Review will use the National Administration Guidelines (NAGs) as areas of emphasis. These are listed below. The relevant guidelines should be read in conjunction with this document and form an integral part of it.

1. Curriculum

Each of the seven curriculum areas will undergo a brief review once a year. This review will include:

- A summary of activities that have occurred in this curriculum area.
- A review of the school management plan for the relevant curriculum area including a review of the effectiveness of the Long-term Plan
- Compiling and analysing student performance statistics. Information to be collected from the assessment information held by each classroom teacher.

The brief review will take the form of a written report which will be presented to the Board of Trustees according to a schedule agreed to at the beginning of each year.

The lead teacher responsible for the curriculum area will be responsible for carrying out the review and reporting the results to the Board of Trustees (BOT)

On a rotating cycle, according to the schedule outlined in the strategic plan, each curriculum area will be reviewed in depth at least once every seven years.

This review will include

- An in-depth review of the school policy and management statements relating these to the curriculum documents.
- Professional development for lead teachers to ensure that the school's policies are relevant and current.
- A detailed survey of the suitability of the resources held by the school and expenditure that has taken place since the last review.
- A review of the assessment procedures to ensure that information collected is imparting the information required by the NAGs
- The review will be carried out as part of the school's professional development plan for that year. The information gathered will be used to update the practices and documentation for the curriculum area.
- The review will be the responsibility of the lead teacher and the Principal.

2. Self Review

Review and update the National Administration Guidelines compliance document. This review will include action:

- ensuring requirements listed are still relevant and practiced.
- ensuring requirements required from the previous year have been actioned.
- ensure policies are reviewed according to recommended review dates.
- updating of the procedures guide to ensure that all procedures being followed are relevant and occurring.

- ensuring that all supporting documents are relevant and current.

The strategic plan will be updated once every 4 years. This plan will involve in depth consultation on such subjects as

- Staff helpfulness to students
- Standards of student behaviour
- Academic progress
- Resources and facilities
- The provision of a safe learning environment
- Students social development
- The school environment
- The school climate

As a result of this consultation and consultation with staff members a strategic development plan will be updated outlining the development of the school for the next 4 years.

The effectiveness of this plan will be assessed by the annual reviews and a school community survey will be conducted as required. The results of the community survey will identify areas of change required in the strategic plan and the general management of the school.

The development of the strategic plan will be the responsibility of the BOT and the Principal.

3. Personnel

The performance management policy forms an integral part of this review. As part of the performance management procedures, the performance of each staff member will be reviewed against performance standards at least once each year. The results of this review will be documented as part of the appraisal summary prepared for each teacher.

The EEO policy will be reviewed each year and an EEO programme developed from this review. Documentation of this process will be forwarded to the Education Review Office.

All other personnel policies will be reviewed according to the relevant review date listed on the policy. This review will be carried out by the policy sub committee of the BOT. This committee will report findings back to the BOT.

4a. Finance

Each year the budget will be prepared by the end of November. In order to achieve this, a review of all spending will be carried out for the current year and an estimate of the requirements of the next years development plan will be completed.

A review of financial performance for the current year will be completed as part of the preparation of accounts for the audit process. The final part of the financial review will be the audit process itself.

The financial review will be the responsibility of the BOT Treasurer and the Principal

4b. Property

An annual property review will be carried out in conjunction with the preparation of the school's development plan for the next year. The review will include:

- A review of the hazard notification list and required actions recommended from the previous year.
- A review of the 10-year maintenance plan listing actual completed projects against recommended projects.
- A review of all property policies according to review date listed on the policy.
- A review of the Property Maintenance Programme to ensure actions are relevant and current.
- The review will be the responsibility of the Property officer of the BOT

5. Health and Safety Review

The review will ensure:

- that the hazard survey is complete and current
- that children's emotional and behavioural safety is being monitored
- that all procedures related to safety in the procedures guide are being followed.
- that all supporting documentation as listed in the NAG's compliance document is relevant and current.

6. Administration

The review will ensure that the board is meeting all legislated requirements including suspension and expulsion procedures, enrolment procedures, actioning the admission register, attendance registers and that the school is open the required number of days in the school year.

Sexual Harassment

Definition

1. A school staff member has been sexually harassed in the school if a Board of Trustees member, or another staff member makes a request of the staff member for sexual intercourse, sexual contact, or other form of sexual activity which:

- implies or overtly promises preferential treatment in the school; or
 - implies or overtly threatens detrimental treatment in the school; or
 - implies or overtly threatens the present or future status of the staff member;
- or

By:

- the written or spoken word of a sexual nature; or
- physical behaviour of a sexual nature.

Procedures:

1. In the event of sexual harassment, the complainant may approach an NZEI staff liaison officer, councillor, or field officer.
2. The case should be documented by the complainant with the assistance of the supporting person or persons.
3. The person responsible for the harassment should be confronted and informed that the behaviour is unacceptable and must stop. Assurances should be sought that the behaviour will stop and that an apology will be made.
4. If it is decided that further action should be taken, the harasser should be informed and a decision made to lay a complaint through one of the following avenues:
 - the Principal and / or Board of Trustees (Award 2.2.3)
 - Personal Grievance through an Industrial Advocate or an NZEI Field Officer (Award 9.1, 9.3)
 - Human Rights Commission through a NZEI Field Officer.

Special Needs

Procedures for the Delivery of Learning Programmes for Children with Special Needs

Responsibilities

Special Education Needs Coordinator (SENCO)

A teacher will be designated (SENCO)

This position will carry an entitlement of 1 management unit.

The SENCOs responsibilities include:

- collection of achievement data from teachers
- conducting meetings to establish priorities for children on the programme.
- Liaison with the teachers of the children on the programme.
- Supervision of the teacher aides assisting with delivery. This includes regular meetings.
- Ensuring that Individual Education Plans (IEPs) are current.
- Maintain the Special Needs Register
- Maintain a record of achievement for each child on the programme.
- Report to the Board at the end of the year.

Classroom Teachers

The classroom Teacher Responsibilities include:

- the collection of achievement data for children they consider may benefit from the Special Needs Programme
- the analysis of this data
- providing the data to the special needs meeting at the end of each term
- liaison with the teacher aide assigned to the child or group of children in the room.
- provision of learning programmes for the teacher aide to deliver to the children

- assessment related to these programmes
- delivery of the data to the SENCO at the end of each term

Teacher Aides

The Teacher Aides Responsibilities include:

- liaison with the classroom teacher
- delivering programmes planned by the classroom teacher
- assisting with the collection of assessment data
- attending meetings with the SENCO

Procedures

Programmes will operate as one of three options:

1:1 on a withdrawal basis.

1:1 in the classroom

Group work in the classroom

1. Assessment data is provided for each child being considered for the programme at the end of each term in preparation for the next term.
2. Generally, referrals will request literacy and numeracy assistance.
3. Teachers will indicate which delivery option will best suit the children being referred.
4. In class assistance is encouraged because more children get to benefit from the assistance.
5. A Special Needs referral meeting will be coordinated by the SENCO. At this meeting, the children with the greatest need will be identified.
6. Allocation of time on the programme will be decided according to the needs of the children who have been referred.
7. Teachers will plan suitable learning activities for the children in their classes accepted for special needs assistance.
8. Teachers will provide guidance for the Teacher Aide with regard to the delivery of these activities.
9. Teachers will liaise with teacher aides on a regular basis to monitor progress.
10. At the end of the term assessment data related to the learning will be collected and forwarded to the SENCO
11. At the end of each term teachers will decide whether or not further referral is necessary.
12. At the end of the year an achievement report is prepared to be presented to the Board of Trustees.

Funding

Funding for the programme will be allocated each year as part of the budget preparation process for the school.

Funding will be approved by the Board of Trustees as part of the approval of the budget as a whole.

Generally, the amount of funding available will be the amount available from Special Education Grant (SEG) and the Targeted Funding for Educational Achievement (TFEA).

Funding may also be available from the RTL Learning Support Fund, Student Aide Support from CYFS, High Health Needs, On Going Resourcing

and the Emergency response fund. This funding is over and above the school budget.

Facilities

The 1:1 programmes will be provided in Kid Zone or other suitable withdrawal spaces. Groups will generally operate in the classroom.

Stand Down, Suspension, Exclusion

Stand-Down and Suspension will only be used in serious circumstances or after other options have been unsuccessfully actioned where

- the safety and well-being of students, staff and others persons within the school's care or wellbeing are at serious risk, threatened and/or serious injury has occurred.
- children are being highly disruptive to the ongoing learning of others
- being continually disobedient or defiant to staff (refer to the MOE guidelines for reasons).
- Their behaviour and actions are deemed dangerous.

All Stand Down and Suspension decisions will be made initially by the principal or their appointed Senior Leader in their absence (i.e.: Deputy Principal or Assistant Principal) and made in accordance with the guidelines contained in the MOE publication "Guidelines for Principals and Boards of Trustees on Stand-Downs, Suspensions, Exclusions and Expulsions" will be followed in all cases.

Parents and caregivers will be notified by phone or in person immediately of the decision and this will be reinforced in writing.

Parents will receive an account of the incident pertaining to the decision and how this relates to the Education Act in accordance to the Ministry Guidelines. An MOE parent information sheet outlining the process will be also be provided.

In returning to school

- restorative practices may need to occur
- other additional supports and intervention put in place if the behaviour is at risk of repeating or escalating.

Following suspension all further decisions and correspondence are made by the BOT.

If required advice, assistance and action from MOE advisor and/or NZSTA will be sought by the Principal and/or BOT Chairperson.

(Please refer to the PB4L and SHARP behaviour flow charts and policy for more information or the Ministry of Education Website)

Staff Leave

- Leave is generally covered by the relevant collective or individual contracts
- Leave outside these parameters may be granted at the discretion of the principal.
- The principal will consult the Board of Trustees for all leave applications over 5 days.

Teacher Registration/Salary Progression

Provisionally Registered Teachers

Provisionally Registered Teachers will be allocated a tutor teacher who has overall responsibility for the programme of advice and guidance which will include:

- regular meetings with the tutor
- timetabled opportunities to observe teachers with particular expertise
- opportunities to visit other schools
- participation in any appropriate course set up to help beginning teachers.

Salary Progression

Attached to all staff job descriptions will be the relevant set of National Professional Standards including performance indicators against which staff will be assessed.

The Principal will be responsible for assessing all teaching staff.

The process of assessment will include:

- classroom observation
- self review of performance
- review meetings with the principal

Where a staff member is in disagreement regarding their assessment, a local review process is available as outlined in the Primary Teachers Contract.

The results of this annual assessment will be used for both decisions about salary progression and renewal of the practicing certificate.

The responsibility for initiating salary progression lies with the staff member.

Truancy

Attendance will be monitored to look for regular or prolonged absences from school. Patterns of absence will also be identified. The principal may call the Truancy service to help investigate such absences. The school, the truancy officers and the child's family will be expected to work together to ensure the child's attendance improves.

(Please refer to Attendance above for further information)

Units

- The allocation of units will be the responsibility of the principal who will:
- In consultation with the staff key tasks will be developed from the short to medium term objectives identified in the school development plan.
- An opportunity to apply for the units will be offered to any staff member who wishes to carry out the key tasks.
- The units will be allocated to the person or persons identified as most qualified for the key task.

Vandalism

- Children will be taught to have respect for all property.
- The consequence of any vandalism will be made clear to the children.
- Any vandalism or damage incurred on school property must be reported to the Principal as soon as possible.
- Damage to school property will be put right, and parents /caregivers of the children responsible for the damage will be informed by the Principal of the cost of repairs. Parents will be sent an account for re-imburement. In the case of deliberate damage, full costs will be claimed, and in the case of accidental damage, 50% will be claimed.
- The procedures to be followed when vandalism occurs will be circulated to all parents/ caregivers.

Withdrawals

- Enrol will be notified when a child leaves the school. If the reason is known this will be instantly but if not the notification will be submitted after 20 days consecutive absence.
- Information sent to the next school will include, a profile of achievement relevant items from the child's personal file and a pupil transfer form. The office secretary will remove the child's name and information from the data base. Achievement information will be archived.

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Procedure Booklet Review

Last review date: 20th October 2017 by the Education Review Office.

Next review date: October 2018

The review date may be required to be earlier depending on changes of legislation and/or school needs.